

SENATE BILL 467

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CF HB 59

By: **Senators Conway, Madaleno, Colburn, Dyson, Exum, Forehand, Garagiola, Glassman, Harrington, King, Klausmeier, Kramer, Lenett, McFadden, Muse, Pinsky, Raskin, Rosapepe, and Zirkin**

Introduced and read first time: February 1, 2010

Assigned to: Education, Health, and Environmental Affairs

A BILL ENTITLED

1 AN ACT concerning

2 **Task Force to Incorporate the Principles of Universal Design for Learning**
3 **into the Policies, Practices, and Curriculum of the Education Systems in**
4 **Maryland**

5 FOR the purpose of establishing the Task Force to Incorporate the Principles of
6 Universal Design for Learning into the Policies, Practices, and Curriculum of
7 the Education Systems in Maryland; providing for the membership, purposes,
8 and staffing of the Task Force; prohibiting a member of the Task Force from
9 receiving compensation but entitling members to certain reimbursement for
10 certain expenses under certain regulations in the State budget; requiring the
11 Task Force to study and make certain recommendations on how to incorporate
12 and apply the principles of Universal Design for Learning into the policies,
13 practices, and curriculum of the education systems in Maryland; requiring the
14 Task Force to submit a report to the State Board of Education and certain
15 committees of the General Assembly on or before a certain date; providing for
16 the termination of this Act; and generally relating to the Task Force to
17 Incorporate the Principles of Universal Design for Learning into the Policies,
18 Practices, and Curriculum of the Education Systems in Maryland.

19 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
20 MARYLAND, That:

21 (a) There is a Task Force to Incorporate the Principles of Universal Design
22 for Learning into the Policies, Practices, and Curriculum of the Education Systems in
23 Maryland.

24 (b) The Task Force consists of the following members:

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 (1) one member of the Senate of Maryland, appointed by the President
2 of the Senate;

3 (2) one member of the House of Delegates, appointed by the Speaker of
4 the House;

5 (3) the State Superintendent of Schools, or the State Superintendent's
6 designee;

7 (4) one member of the State Board of Education, appointed by the
8 President of the State Board;

9 (5) three representatives of the State Department of Education from
10 different divisions, each appointed by the Assistant State Superintendent of the
11 represented division, of whom:

12 (i) one representative shall be from the Division of Special
13 Education and Early Intervention Services;

14 (ii) one representative shall be from the Division of Instruction;
15 and

16 (iii) one representative shall be from the Division of Assessments
17 and Accountability;

18 (6) one county superintendent, appointed by the Public School
19 Superintendents Association of Maryland;

20 (7) one county board of education member, appointed by the Maryland
21 Association of Boards of Education;

22 (8) three public school teachers who teach in the State in different
23 grade spans, appointed by the Maryland State Education Association, of whom:

24 (i) one teacher shall be a general educator;

25 (ii) one teacher shall be certified in special education; and

26 (iii) one teacher shall be certified in instruction to students with
27 limited English proficiency;

28 (9) one member of the Institute for Higher Education Policy, appointed
29 by the Chair of the Maryland Higher Education Commission; and

30 (10) the following five members appointed by the Governor:

1 (i) one representative of the Maryland Down Syndrome
2 Advocacy Coalition;

3 (ii) one representative of the Maryland Parent Teacher
4 Association;

5 (iii) one representative of the Maryland Disability Law Center;

6 (iv) one representative from an organization representing school
7 children who have limited English proficiency; and

8 (v) one representative who has expertise in Universal Design
9 for Learning.

10 (c) The Governor shall designate the chair of the Task Force.

11 (d) The State Department of Education shall provide staff for the Task Force.

12 (e) A member of the Task Force:

13 (1) may not receive compensation as a member of the Task Force; but

14 (2) is entitled to reimbursement for expenses under the Standard
15 State Travel Regulations, as provided in the State budget.

16 (f) The Task Force shall:

17 (1) define “Universal Design for Learning” as a scientifically valid
18 framework for guiding curriculum design including goals, teaching methods,
19 instructional materials, and assessments, to:

20 (i) provide flexibility in the ways:

21 1. information is presented;

22 2. students respond or demonstrate knowledge and
23 skills; and

24 3. students are engaged; and

25 (ii) reduce barriers in instruction and provide appropriate
26 accommodations, supports, and challenges while maintaining high achievement
27 expectations for all students, including students with disabilities and students with
28 limited English proficiency;

29 (2) study how to:

1 (i) incorporate and apply the principles of Universal Design for
2 Learning into the policies, practices, and curriculum of the elementary, secondary, and
3 postsecondary and higher education systems in Maryland with respect to:

4 1. curriculum development;

5 2. the evaluation, selection, and design of textbooks and
6 other instructional materials;

7 3. the purchase and use of technology for instructional
8 purposes;

9 4. teacher preparation and staff development;

10 5. the development of classroom, district, and statewide
11 assessments; and

12 6. State grants; and

13 (ii) evaluate the implementation of the incorporation and
14 application of Universal Design for Learning principles and the effect on student
15 outcomes;

16 (3) make recommendations for the minimum standards to be used by
17 county boards of education in the development of local school system policies and
18 procedures incorporating the principles of Universal Design for Learning; and

19 (4) draft and recommend proposed regulations incorporating the
20 findings of the Task Force under item (2) of this subsection.

21 (g) On or before June 30, 2011, the Task Force shall report its findings and
22 recommendations to the State Board of Education and, in accordance with § 2-1246 of
23 the State Government Article, the Senate Education, Health, and Environmental
24 Affairs Committee and the Budget and Taxation Committee and the House Committee
25 on Ways and Means and the Health and Government Operations Committee.

26 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect
27 July 1, 2010. It shall remain effective for a period of 1 year and, at the end of June 30,
28 2011, with no further action required by the General Assembly, this Act shall be
29 abrogated and of no further force and effect.